DOCUMENT RESUME

ED 480 424 SO 035 276

AUTHOR	Paul, Una M.
TITLE	Citizenship Education in Small States: Guyana. Commonwealth Case Studies in Citizenship Education.
INSTITUTION	Commonwealth Secretariat, London (England).
ISBN	ISBN-0-85092-731-5
PUB DATE	2002-00-00
NOTE	56p.; Prepared in collaboration with the Ministry of Education of Guyana.
AVAILABLE FROM	The Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX England. Tel: +44-0-20-77476500; Fax: +44-0-20-7930-0827; Web site: http://www.thecommonwealth.org/.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Citizenship; *Citizenship Education; Cultural Context; Cultural Differences; Developing Nations; Foreign Countries; *National Programs
IDENTIFIERS	Educational Information; Exploratory Studies; *Guyana; Search Conferences

ABSTRACT

Identity and diversity in its forms present major challenges to countries seeking to best equip citizens with the skills to participate effectively in their diverse societies. An exploratory study was conducted using the search conference methodology to explore the extent to which government and non-government education programs promote and support citizenship education in Guyana. The target population selected comprised mainly those education programs developed at the central level for delivery across the country, as well as religious and non-government organization programs. The study focused only on identifying aspects of citizenship education reflected in the programs. Findings suggest that citizenship education is promoted through a variety of modes, strategies, and conventions directly and indirectly, overtly and covertly, and more or less delivered universally across the country. The multi-faceted approach to the promotion of citizenship education as presented by the various organizations commanded a high level of collaboration among and between government and non-government agencies. There also seems to be strong support from development agencies, especially United Nations International Children's Education Fund and Canadian International Development Agency. Results suggest, however, that there is not enough cross-fertilization and sharing of experiences to enable cost-sharing and efficient use of available resources. The main issues emanating from the Search Conference were: need for a clear articulation of policy on citizenship education; continuation of the integrative process; importance of sustainability of projects; increased focused and expanded public awareness, advocacy, and public education programs; inclusiveness of the physically challenged; and recognition of religion as a tool for acquiring appropriate values attitudes and tolerance in concert with citizenship. (Contains 17 references.) (BT)

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Commonwealth Case Studies in Citizenship Education

Citizenship Education in Small States

Guyana

by Una M. Paul

ED 480 424

SO 035 276

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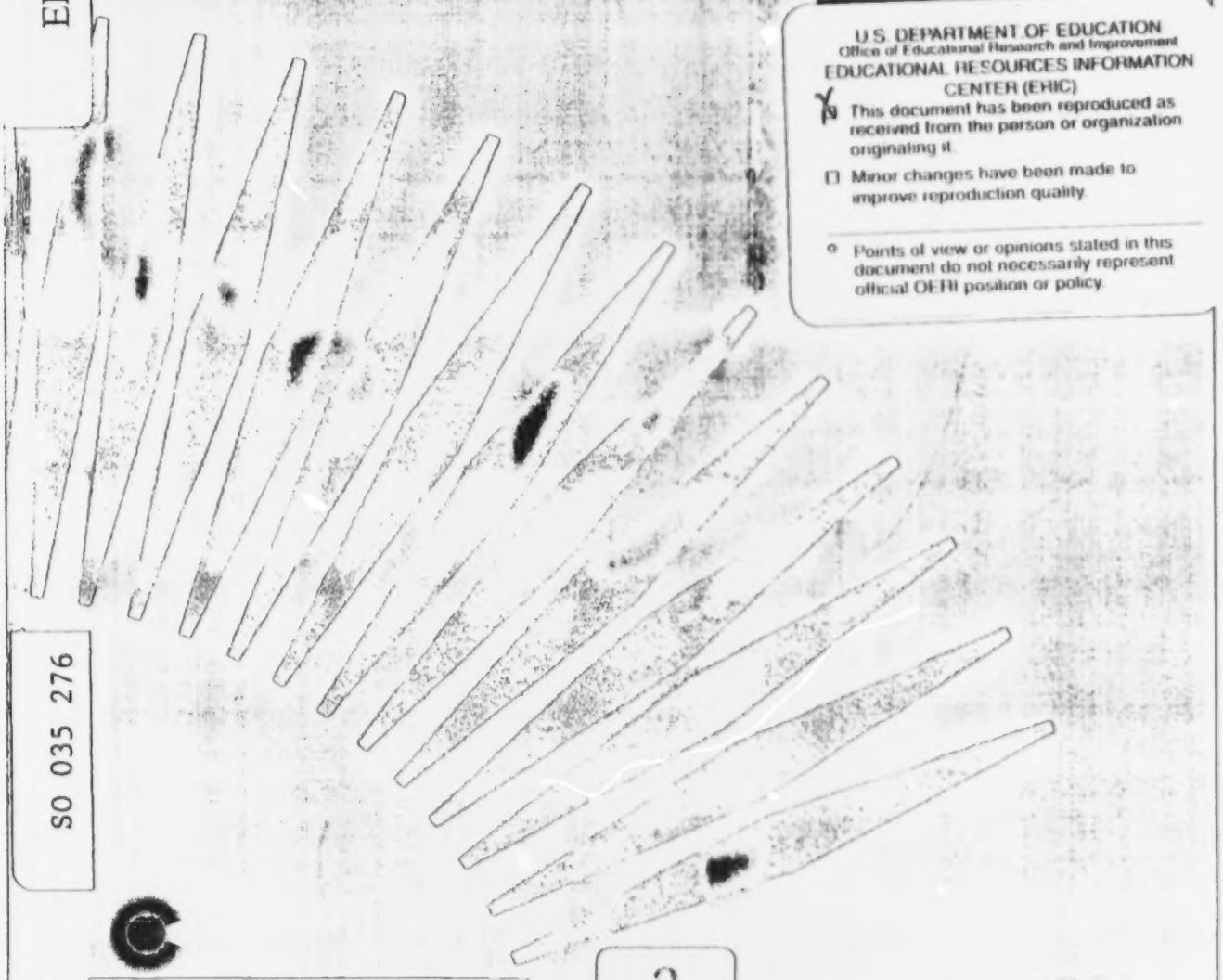

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by Una M. Paul

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First published 2002 by:

The Commonwealth Secretariat
Marlborough House
Pall Mall
London SW1Y 5HX
United Kingdom

Designed by kcgan designs

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Printed in England by Formara Ltd.

May be purchased from:

Commonwealth Secretariat Publications
Marlborough House
Pall Mall
London SW1Y 5HX
United Kingdom

Email: r.jones-parry@commonwealth.int

ISBN 0-85092-731-5
Price: £7.50

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Commonwealth Secretariat Citizenship Education Series:
- An Action Agenda for Citizenship Education in the Small States of the Commonwealth Caribbean
- Citizenship Education in Small States: Trinidad and Tobago
- Citizenship Education in Small States: Guyana

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Acknowledgements

The successful conduct of this Search Conference was possible because of the overwhelming support I received from the all the officers and supporting staff of the Ministry of Education, the Permanent Secretary, Ministry of Culture, Youth and Sports, and the readiness with which leaders of the religious and non-government organisations agreed to make presentations and participate in the deliberations that followed.

A special thank you to Norma Younge, our Conference Organiser, who took it in her usual stride, when over 80 people turned up as participants instead of the 50 that were invited.

ACRONYMS

ACEO	Assistant Chief Education Officer
CBR	Community Based Rehabilitation Programme
CEO	Chief Education Officer
CIDA	Canadian International Development Agency
CIOG	Central Islamic Organisation of Guyana
CPCE	Cyril Potter College of Education
CYP	Commonwealth Youth Programme
DCEO	Deputy Chief Education Officer
Dept.	Department
EO	Education Officer
ESDP	Education Strategic Development Plan
GBET	Guyana Basic Education Teacher Training
GCC	Guyana Council of Churches
GECOM	Guyana Elections Commission
GHDS	Guyana Hindu Dharmic Sabba
GHRA	Guyana Human Rights Education
GOG	Government of Guyana
GRPA	Guyana Responsible Parenthood Association
IDCE	Institute of Distance and Continuing Education
MOE	Ministry of Education
NCERD	National Centre for Educational Resource
NDS	National Development Strategy
NGO	Non Government Organisation
PS	Permanent Secretary
Reg.	Region
SSRP	Secondary School Reform Project
UG	University of Guyana
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WAD	Women Across Differences
YEST	Youth Entrepreneurial Skills Training
YIP	Youth in Development

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Executive Summary

An exploratory study was conducted using the Search Conference methodology to explore the extent to which government and non-government education programmes promote and support citizenship education in Guyana.

The target population selected comprised mainly those education programmes developed at the central level for delivery across the country. In the same way the religious and non-government organisations were chosen. The study focused only on identifying aspects of citizenship education reflected in the programmes.

An examination of both government and non-government education programmes indicates that citizenship education is promoted through a variety of modes, strategies and conventions directly and indirectly, overtly and covertly, and more or less delivered universally across the country.

The multi-faceted approach to the promotion of citizenship education as presented by the various organisations commanded a high level of collaboration among and between government and non-government agencies. There also seems to be strong support from development agencies, especially UNICEF and CIDA, that leads to optimum use of available resources.

However, the result suggests that there is not enough cross-fertilisation and sharing of experiences that will enable cost-sharing and efficient use of available resources. This was revealed during interaction when participants were hearing for the first time from each other, the many programmes that are under way and activities implemented.

A range of participatory activities are occurring between schools and the community and the practice of volunteerism for working in the community and peer teaching/counselling is prevalent among CPCE and youth organisations.

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As a result of the unified approach to values education adopted by NCERD under the theme Empowering Our Youth with Life Skills for Responsible Citizenship, one possible outcome indicated is a move toward a more interactive, learner-centred teaching environment that will facilitate the promotion of citizenship education.

Another facet of the citizenship education process depicted is strengthening youth's capability to read and acquire comprehension skills, so as to empower them to take greater control of their own lives and enhance their self concept. In the case of Women Across Differences (WAD), women are exposed to personal development training programmes to enable them to improve their communication skills and enhance their capacity to function effectively at home and at the workplace.

Improving the socio-economic wellbeing of the individual stands out in the programmes offered by WAD and Community-based Rehabilitation (CBR), and the determined efforts being made by the latter to try to halt the process of exclusion because of personal, physical and social circumstances.

Although there has been no systematic evaluation of programmes except for Youth Can Move the World programme, pockets of success have been identified. For example, there have been reports of changes in the group's behaviour, an increase in participatory activities involving the community, improved relationships between the school, parent and the community, some child-centred learner friendly classrooms, an increase in school governance programmes, and a more collaborative effort among interested parties in the development of modules on citizenship education.

The main issues emanating from the Search Conference were:

- the need for a clear articulation of policy on citizenship education
- the continuation of the integrative process adopted for the Module Empowering Our Youth with Skills for responsible Citizenship
- the importance of sustainability of projects

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- more focused and expanded public awareness, advocacy and public education programmes
- inclusiveness as it relates to the physically challenged
- recognition of religion as a tool for acquiring appropriate values attitudes and tolerance in concert with citizenship.

These issues informed the way forward which is summarised in Table A.

Table A: The Way Forward Summary of Group Efforts

Follow-on/Through/New Initiatives	Reaching Out to Whom
Adumbration of Policy on citizenship education	Education Policy makers
Continuing the process of integrating the various disciplines as well as organising extracurricular activities	Teachers in training and practicing teachers, students in and out of school
Development of a variety of resource and instructional materials	Teachers in training and practicing .teachers, students youth and young adults
Monitoring and evaluation of programmes	Target groups of programmes
Promoting a more aggressive public awareness programmes; Promotion of citizenship week to coincide with Youth week; Mass education for citizenship education	All Ages
Enhance inclusiveness in society for the challenged; Expand on pilot programme – mainstreaming of the challenged into the school programme; Legislation of the Disabled Bill; Address the school drop out problem; Forge more collaboration between MOE and NGOs in Special Education	All challenged persons

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Initiator Which Institution/ Organisation	Expected Outcomes
Ministry of Education in collaboration with Ministry of Culture, NGOs and religious organisations	A more focused approach to teaching citizenship education; A more defined role for organisations involved in citizenship education; More authority for accessing assistance from funding agencies; Enhanced collaboration among organisations/institutions
TCPCE and NCERD in collaboration with NGOs	An integrated and attractive curriculum developed that will facilitate more experiential and child-centred learning environment
Ministry of Education and leaders of NGOs	Greater reinforcement of concepts; Improvement in citizenship practices in the society; Multiplier effect in community; Participatory activities strengthened.
Leaders of the various programmes	Early detection of bottlenecks and pending crisis which facilitates quick remedial action; Enthusiasm sustained; Lessons learnt for the next time.
Ministries in collaboration with organisations and the Media	More awareness of the individual's role as a good citizen; Enhanced support and participation; A more informed public on citizenship education.
Ministry of Health in collaboration with the National Commission on Disability and CBR	Inclusion of the challenged in mainstream society improved; Increased accessibility to facilities and services for the challenged; A more positive attitude effected; Youth more equipped to deal with challenges; More networking and effective use of resources demonstrated.

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Chapter 1: Background

Brief Geographical and Historical Perspective

Guyana with an area of 83,000 square miles forms part of the northern Guiana shield which extends from Cayenne and Suriname through Guyana to the eastern portion of Venezuela. It is bounded on the north by the Atlantic ocean, north west by Venezuela, south by Brazil and on the East by Suriname. About 35 per cent of the country lies within the Amazon basin. The landscape is dominated by a series of large rivers and their tributaries which flow to the Atlantic from the south to North.

The population is just about 750m, concentrated along the narrow coastal plain, where about one third of the population lives in towns and about 70 per cent of this urban group resides in Georgetown, the capital.

Guyana has a multi-racial society. With the abolition of slavery in 1833, the African slaves moved very rapidly from the sugar estates and established themselves as peasant farmers. In an attempt to meet the ensuing labour shortage, colonists imported Chinese and Portuguese Madeiran labourers under the system of indentureship. This approach did not prove to be successful. Eventually, however, large numbers of Indian labourers were imported. The descendants of these indentured labourers formed the backbone of the sugar industry and are now the largest single ethnic group (about 51 per cent) of the population, followed by the Africans (38 per cent). The other ethnic groups are the Chinese, the Europeans, mostly Portuguese, and the Amerindians (the indigenous inhabitants). There is also a large racially mixed group.

The official language is English and although situated on the South American Coast, the country has much closer political and cultural ties with other English-speaking Caribbean countries rather than with its Spanish and Portuguese neighbours.

The three main religions are Christianity, Hinduism and Islam. Although Guyana is a secular state, all of the major religious festivals of the three religions are celebrated as national holidays.

Education Policy and Goals

The Government of Guyana recognises that education, a potential instrument for nation-building, is a determining factor in the success of the country's productivity and competitiveness. It has become more critical in the wake of the impact of globalisation and the rapid advances made in technological innovation.

Underpinning Government's mandate for education is the belief that all human beings have a right to education. Encapsulated in this belief are goals for:

- acquiring knowledge, skills, attitudes and values for meaningful participation in national development and a satisfying adult life
- developing a sense of self-respect, self-worth, self-esteem, and a spirit of self-reliance
- acquiring the capacity for critical and creative thinking, problem-solving and decision-making
- adhering to principles of democracy, justice, peace and accountability
- developing an awareness and appreciation for the preservation of Guyana's national resources, and a commitment to keeping a safe and healthy environment
- appreciating and tolerating the differences of individuals irrespective of religion, beliefs, opinions, ethnic or cultural practices.

Implicit in these goals is strengthening the capability of its people to develop cognitive, analytical and interpersonal skills required to work in a modern organisation, and be flexible as the economy progresses from one level of development to another. This is succinctly stated in the Education Policy Document 1995-1999:

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> "Education is a critical factor in the national effort to promote productivity and economic growth, and to enhance the quality of life of Guyanese people. It is vital for the personal growth and self realisation of people and it is important as the basis on which they will develop their personal and social lives as far as art will challenge them and as culture will lead them."

The Guyana Government, with assistance from bilateral and grant-aided agencies, has embarked on many initiatives through government and non-government agencies (NGAs), that aim at a more efficient and effective learning environment leading to a more educated populace responsive to new dimensions and challenges; the intent being that its citizens must become not only productive members of society, but also that they must be able to enjoy the benefits of the society, by becoming responsible and participating members of society.

The Mandate

At the 14th Conference on Commonwealth Education Ministers (Halifax, November 2000) the Commonwealth Secretariat was mandated to strengthen the use of education to promote values of democracy, human rights, citizenship, tolerance, etc, as espoused by the Commonwealth in its key declaration of principles.

Consequently, an exploratory study was conducted to examine the extent to which both Government and non-government education programmes and activities support, enhance and demonstrate citizenship education, from the perspectives of promoting the notion of good citizenship as a dynamic and constantly negotiated reality (McKinnon, 2001) in a multi-cultural society.

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Chapter 2: Methodology

Search Conference

The consultant adopted a Search Conference methodology. Phase 1 of the "Search" involved an information-gathering exercise through interviews with a selection of government and non-government organisations which promote citizenship education programmes.

Phase 2 of the conference involved the bringing together of key potential partners in the field identified for the quality and impact of their programme. One day was devoted to oral presentations, group discussions and sharing of the programme information for which guidelines had been prepared (Appendix 1). A materials resource exhibit was also mounted.

Target Group

Guyana's education system is regionalised whereby the Central Ministry is responsible for the development of policies, curriculum development, teacher training, and auditing of school performance, while the regions are responsible in the main for the delivery of education. Since a macro-level approach to the problem was adopted, it was decided to interview representatives of those entities responsible for developing curriculum and training at the central level. As such, the target group included senior officers of the:

- Ministry of Education
- National Centre for Education Resources Development
- Cyril Potter College of Education
- Ministry of Culture, Youth and Sports
- Felix Austin Police Academy
- Prisoners Headquarters Training Programme
- Institute of Distance and Continuing Education (UG)
- Commonwealth Youth Programme.

The same principle was applied to the religious and non-government organisations chosen.

Religious organisations were the:

- National Spiritual Assembly of the Bahai's of Guyana
- Central Islamic Organisation of Guyana
- Guyana Council of Churches
- Guyana Hindu Dharmic Sabha.

NGOs were:

- Guyana Human Rights Association
- Varqua Foundation
- Community Based Rehabilitation Programme
- Women Across Differences
- Guyana Responsible Parenthood Association
- Youth in Development.

It should, however, be noted that participation at the conference included policy-makers, implementers and users of the programme. Besides those living in Georgetown, there were representatives from other regions of the country.

The Search Conference

Opening Session

The conference was officially opened by Dr Henry Jeffrey, the Hon. Minister of Education and the background to the conference was given by Dr Roli Degazon Johnson, Chief Programme Officer, HRD Commonwealth Secretariat, which set the tone for deliberations.

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Working Session

Presentations were delivered in three sets as follows:

The first set represented government education programmes. These were the:

- Curriculum Development Unit of the National Centre for Education Resources Development
- Cyril Potter College of Education which is responsible for initial training of teachers.

The second set represented the religious organisations. These were the:

- National Spiritual Assembly of the Baha'is of Guyana
- Central Islamic Organisation of Guyana
- Guyana Council of Churches
- Guyana Hindu Dharmic Sabha.

The third set represented NGOs which spoke to Youth, Women, Human Rights and the challenged education programmes. The organisations that made presentations were:

- The Guyana Human Rights Education Programme
- Youth Can Move the World – Varqa Foundation
- Community-Based Rehabilitation Programmes;
- Women Across Differences (WAD).

These sessions were followed by a plenary session, where there was interaction between the presenters and the participants. The intent was to consolidate what was said at the presentations, share viewpoints and seek clarifications in order to create an environment to allow for a common understanding of what has been done so far in government and non government organisations to promote citizenship education. The session provided the backdrop for the next exercise, a group activity where the group tasks were to:

- identify further actions to be taken to enhance the promotion of citizen education (brainstorming)
- reach agreement on actions to be taken
- develop an Action Plan stating What, How, and Who.

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There were five groups as follows:

- Government Education programmes
- Religion
- Youth and Women
- Human Rights Education
- The Challenged.

Before the beginning of the group task, each group facilitator took the first 20 minutes to allow for more interaction among group members to provide opportunity for the shy members to give their comments, thus paving the way for the tasks to be done.

Group activity was followed by a plenary session, the aim being to share findings and synthesise ideas. Unfortunately time constraints allowed only for one activity to be reported from each group.

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Chapter 3: Outcomes

Operational Definition of Citizenship Education from the Presenters' Perception

Overall, citizenship education as perceived by the presenters encompasses the acquisition of those skills, knowledge, values and attitudes that will help the individual to function effectively as citizens not only in Guyana, but in the wider world. The implication is that it is an all-inclusive process which involves:

- equal treatment before the law
- upholding the rights of all
- basic human, ethical and moral behaviour patterns
- stewardship of the environment
- religious and cultural tolerance
- respect for each other and mutual respect for differing points of view
- understanding and appreciation of various cultures and religious beliefs
- enabling young people to understand, develop and express their own views on issues.

Noted, however, is the belief of the religious organisations that once the concepts/precepts of the particular religion is observed the individual is a good citizen. The Church spoke of "the application of Christian principles in every aspect of human life and activity', while the Hindu organisation spoke of "integrating Hindu Dharm into the national fabric of our country". In the same way, CIOG stated that the concept of being a good citizen in Islamic teaching is inseparably contingent on being a good Muslim.

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Summary of Presentations

Government Education Programmes

The Ministry of Education with the assistance of funding agencies has introduced a variety of programmes in the delivery of education so that education may serve as an effective instrument of social and economic development.

> The preparation of children for life is reflected in the implementation of programmes and activities aimed at helping them to use the knowledge, skills and attitudes learned in school to solve problems related to out-of-school life, thus enhancing their personal growth and development as well as making them worthwhile citizens.
>
> One positive impact of these initiatives is the synergy and knowledge transfer that developed among the initiatives, leading to the promotion of friendly teaching and learning environments, greater student, parent and community participation, in the life of the school and improvement in the curriculum.

The National Centre for Educational Resources Development

The National Centre for Educational Resources Development spoke to two initiatives:

- Developing curriculum materials for the life skills/health and family life citizenship education
- Training programmes for the development of child-friendly classrooms which include student governance in the primary schools.

Developing Curriculum Materials for the Life Skills/Health and Family Life Citizen Education

Embedded in the social studies curriculum are aspects of citizenship education which aim at instilling desirable attitudes, values, knowledge and skills that will help the individual to become a responsible citizen. In addition, there were such discrete studies as pastoral care, human rights, family life and managing sensitive issues in the classroom.

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The Ministry of Education realised that the compartmentalised teaching of these components made little impact on student performance, especially since the teacher also saw them as overburdening the curriculum. The initiative was therefore taken to have an integrated approach under the broad umbrella of Health and Family Life Education.

A unified approach to values education was adopted under the theme, Empowering Our Youth with Life Skills for Responsible Citizenship. The objective is to promote instruction, appropriate for students, in such areas as health and wellbeing, eating and fitness, interpersonal relationships, sexuality and managing the environment.

It is the belief that the fostering of desirable attitudes and values helps children to develop the personal and social skills they need to become responsible, independent and worthwhile citizens. These life skills will include problem-solving, decision-making, critical and creative thinking, self-awareness, the ability to empathise, coping with emotions and resistance skills.

The strategy adopted was a collaborative one where the MOE, GHRA, Ministry of Health and PAHO and other NGOs are working together in the preparation of curriculum materials, with financial support from UNICEF.

Successes identified so far include:

- awareness of citizenship roles
- three levels of curriculum guides almost completed
- co-operative work to produce a harmonised programme
- a strong commitment of the various working writing teams.

It seems, however, that more support is needed form the regional officials and the Teacher Training Institution.

As stated earlier, this initiative is in its embryonic stage, where involvement is focused on the production of curriculum materials. The way forward

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therefore points to the pilot testing of these curriculum materials, training of teachers to implement the programme and the articulation of policy for the introduction of Health and Family Life Education module across all primary and secondary schools.

The Introduction of Escuela Nueva Programme

Escuela Nueva is a comprehensive primary education programme first piloted in Colombia, and now being applied in many Latin American countries. It emerged as a response to persistent problems with internal efficiency and the poor quality of education at schools in rural and poor urban areas. It features innovative strategies and methodologies aim at improving the quality and effectiveness of education in schools, particularly multi-grade schools in rural areas.

One aspect of Escuela Nueva is student government, a curriculum strategy designed to promote the emotional social and moral development of students. It is a programme created for and administered by pupils with the support of teachers and parents to guarantee their active and democratic participation in school life inspiring civic and democratic behaviour as well as positive attitudes toward co-existence, tolerance, solidarity, co-operation, discipline and human rights.

Students are encouraged to become involved in various activities – protocol, public relations, welfare, environmental education, sports and the decision-making process.

This programme was originally targeted toward primary schools in the Hinterland. Schools on the coastlands adopted it, and made rapid advances in the establishment of student government bodies. It is implemented in all but two regions.

Through a bold and courageous initiative in Region 6 (see map), this curriculum was adopted and implemented at nursery and primary levels.

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The successful implementation of the programmes has facilitated an upsurge of organised co-curricular activities, improved home school community linkages, more responsible students, and enhanced leadership capacity among students.

Worthy of note within this context is that the December 1999 GOG/ UNICEF Strategy Meeting provided an opportunity for students to voice their concerns which centred around Child Protection, Teenage Pregnancy/HIV-AIDS, Non attendance/Dropouts in schools and Unemployment.

It should be noted that while the student government component of Escuela Nueva has gained momentum on the coastlands, activities in the hinterland areas are on the decline because of staff problems.

Student Councils at the Secondary Level

Maintaining a democratic society requires an informed citizenry that has been trained in the practice of democracy. Secondary schools have been making a deliberate effort to establish student councils.

The objective is to foster co-operation among fellow students and staff, maintain a high standard of personal conduct, and promote and encourage activities in the best interest of the school and the community. The anticipated outcomes are that students having been engaged in issues of justice and conflict resolution will acquire skills to cope with such challenges in the wider society.

Students are elected by their peers to serve on the council provided that they are eligible for election based on their academic performance, good conduct and relationship with staff.

It is, however, not clear the extent to which they have been making a positive difference in school governance, or involvement in school policies.

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Development of School Improvement Plans

In some schools, especially the project piloted ones, student involvement in developing and implementing school improvement plans enable them to learn new skills. They learn how to communicate effectively with teachers and peers, confront and address difficult problems, and create the avenues for learning social skills. Important here, too, is the emergence of community and school participatory activities in school programme activities.

Initial Teacher Training Programme

Cyril Potter College of Education, the only initial teacher training institution, has shown in their presentation that both academic and non-academic education programmes prepare their students for citizenship.

Its mission statement says:

> "As a division of the Ministry of Education, CPCE is committed to providing a formal education system with academically and professionally trained teachers at the pre-primary, primary and s econdary levels."

Cyril Potter College of Education interprets its mandate in relation to citizenship education as the production of wholesome and quality citizens who have the capacity to instill in those they will teach, simple values, attitudes and skills necessary for good citizenship.

They have stated that through the academic curriculum, aspects of citizenship are included in the content and methodology of all subjects. For example, Social Studies helps students to gain knowledge and skills necessary for effective social participation. Reference was made to a particular module in its curriculum, which focuses on an understanding of the history, culture and practices of the several ethnic groups in Guyana, in an effort to develop an appreciation for each other as a people different, but united.

Through Home Economics, education emphasis is placed on healthy lifestyles, good order, discipline and cleanliness, as well as effective

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management of resources. Students are also aware of their rights and privileges as consumers.

The inference here is that implicit in the delivery of the college's curriculum, student teachers can acquire those skills and values that will help them to become responsible citizens. The problem, however, is that for some time now, the attrition rate among CPCE staff is relatively high, and there are difficulties attracting qualified staff.

Extra Curricular Activities

CPCE has been able to provide the facilitating environment for citizenship education through its extra-curricular activities. In operation are:

- a vibrant student council which provides opportunities for students to experience working with a constitution, being an integral part of a voting and electoral process, working with rules and regulations and playing an integral role in the governance of the college.
- a house system which provides opportunities for the building of team spirit, co-operation and friendly rivalry, primarily through sporting activities and games.
- a residential community which provides opportunities for ethnic groups to live and dwell together in close proximity and to develop tolerance for and understanding of each others' lifestyles.
- a system where students function as floor and class representatives, as peer helpers, and are made responsible for the planning and conduct of college assemblies and the orientation of new students.
- social events like the Valentine Dinner, Campus Week Dinner and General Assemblies are deliberately provided for students to observe rules of etiquette and protocol.

Hindering factors include:

- more exposure for staff at Teacher Educator's conferences etc, to expand their horizons, experiences and provide exposure to new ideas and initiatives. They can then be of much help to widen students' horizons.

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- difficulty in the timetabling of classes which allows for non-resident students to be more involved on extra-curricular activities. Transportation and domestic demands dictate their priorities, so that trying to get home as soon as classes are over for the day becomes more important.
- the need for more funding so that more students can tour Guyana and experience its beauty. Such an activity can only help to develop in them an appreciation for the natural beauty of one's own country and imbue loyalty and patriotism.
- timetabling and school demands which inhibit more interaction, sharing and co-operation among students from the various centres so that the ideal of tolerance is not further underscored.
- staff shortage which inhibits the intimacy to be experienced in small group tutorials. Students who crave a more intimate setting for help are therefore left at a disadvantage.

Religious Organisations

Religious organisations were represented by the National Spiritual Assembly of the Bahai's of Guyana, Guyana Council of Churches, Guyana Hindu Dharmic Sabba, and the Central Islamic Organisation of Guyana.

All presenters stressed the importance of religion in the promotion of citizenship education. They felt that all values and principles useful to society emerge from religion and inherent in religious practices is the promotion of morals, tolerance, honesty, sincerity, co-operation, respect for all other cultures, all of which are character-building for a good life. As observed earlier the promotion of citizenship education, however, is biased mostly toward the targeted religious groups as contained in the following summary presentations.

Guyana Council of Churches

The Guyana Council of Churches is an ecumenical fellowship comprising 14 denominations. Promotion of citizenship education for the church in general

is through one of the basic tenets of the Christian religion, love toward God and one's neighbour as enunciated and demonstrated in the life and teachings of Jesus Christ.

It is within this context of love for one's neighbour that stewardship of the environment, tolerance, respect and moral behaviour patterns are emphasised, taking into account social realities characterising the multi-ethnic, multi-religious and the diverse political and economic composition of the Guyanese.

The church seeks to exercise direct involvement through programmes undertaken by established commissions for ecumenical relations, family life, youth, Christian stewardship, education, broadcasting, social action and community evangelism. These commissions are somewhat inactive at this point in time and efforts are being made at resuscitating them.

The Council of Churches, however, has been making statements on:

- the Anti-Discrimination Bill, highlighting that the intent of the Bill is already covered by other aspects of Fundamental Rights of Persons
- exercising one's franchise at the national selections and the respect for choices made by individuals
- the unfortunate developments arising from the results of the 2001 national elections.

But it should be noted that respective denominations continue to work individually in promoting programmes in family life, stewardship of the environment and social witness. For example, seminars in parenting education include the role of the father, single parenting, involvement in home lessons, exposure to skills training and conducting reading programmes.

Programmes for children, youth and young adults are usually integrated within the life of the respective churches. These include:

- the oneness of God and the oneness of all peoples, despite nationalities, religions etc.

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- moral and religious programmes influencing responsible behaviour, and choices such as loyalties, promotion of racial harmony, community integration, effects of violence, and the causes and effects of irresponsible sexual behaviour.

Through the men and women's groups, programmes are implemented to strengthen their sense of belonging and engender a sense of community.

A week of prayer for Christian Unity is held in January of each year. The messages and prayers emphasise the need for tolerance and appreciation among Christian communities. The programmes, however, are often extended to address the divisions evidenced in the wider society.

The National Spiritual Assembly of the Baha'is in Guyana

The Bahai's concept of citizenship education is a process that leads a child to become an asset and positive contributor to society. Acquisition of good morals, values and development of virtues are considered as basic and essential to this process. Also necessary is the understanding and appreciation of various cultures and beliefs.

From its inception the Bahai community has held classes for children, both Baha'is and non-Baha'is, in many areas throughout the country. These classes have focused on the development of good character, the oneness of religion and the oneness of mankind. This programme includes study of issues such as observing Baha'i laws on chastity, non-use of drugs/alcohol, guidance of the use of consultation in promoting and achieving teamwork, preparation for choosing a partner, and the importance of giving selfless service.

More generally, moral education classes for youth have been offered at various schools utilising a booklet A Framework for Moral Education, which features guidance in moral issues based on the teachings of all the major religions of the world.

While the individual school administrations have generally welcomed the classes, they are not usually a part of the regular curriculum. Experience over

the years has shown that while parents are willing to send their children to classes, attendance is not treated as a priority since it gives way to participation in common entrance lessons.

In order to develop an awareness, understanding and appreciation of different religions, a mobile exhibition was organised depicting the unity of the spiritual teachings of the world's religions and explanations for the reasons of their differing social teachings.

At an official level, efforts were made in 1993 to provide Baha'is inputs for the production of a package of moral education for use in schools. This effort was not successful.

Central Islamic Organisation of Guyana (CIOG)

CIOG is to provide to the Muslim society in Guyana all services deemed necessary by the teachings of Islam to facilitate their proper practice of the faith. This entails being educated in the religion and being able to discharge the ritual obligations of general good communal obligations. That is, to do deeds of righteousness and to enjoin the general good and forbid evil.

This means of necessity that Muslims cannot be the sole beneficiaries of the activities of the organisation, since providing services that facilitate the Muslims' ability to do good and enjoin the general good implies providing services that will bring benefit to the community in general.

The concept of being a good citizen in Islamic teachings is inseparably contingent on being a good Muslim. There is no need to make a distinction between the two. Thus the role of the CIOG in promoting citizenship education is chiefly one of promoting religious values that would lead to a sense of social and moral accountability among members of the Muslim community. The values of Islam also stress the importance of community involvement in all activities from ritual worship to community building.

The education programmes listed below are targeted to Muslims and include:

- Saturday Islamic Playschool that caters for the 4-11 age group

- annual Summer courses that provide Islamic education. Topics include:
  - Tauheed, Hadith, Da'wah, Seerah, Nikah, Tajweed, Public Speaking, Career Guidance
  - Debating, Islamic Etiquette, etc.
- Jamaats (Mosque communities) management training session held in November is expected to reach out to all Jamats countrywide.

There is also participation in various public awareness campaigns in conjunction with the women's arm of the organisation, which focus on women's health, emotional and mental illness, and breastfeeding, etc.

The recently established Peace Education Institute was initiated by CIOG. In this endeavour other interested NGOs and groups are involved in promoting a culture of peace in Guyana.

The Guyana Hindu Dharmic Sabha

The Guyana Hindu Dharmic Sabha is a voluntary organisation. Its mission is to provide representation to inform and educate, instill and cultivate the mores and values of Sanatan Dharm (Hinduism) among their Hindu brothers and sisters, thereby integrating Hindu Dharm into the national fabric of the country. It therefore sees citizenship education as a key principle in Hinduism which emphasises high morals, strong values, religious and cultural tolerance, respect for each other and mutual respect for differing points of view, and protection of the environment.

The Ramayan is one of the scriptural texts that provides the guidelines for an individual at all levels of his/her life. The inculcation of these values are transmitted through a network of praants or regional bodies, the main plank being Pranthna Satsang (prayer meetings) in madirs and homes. Other avenues are:

- baccho kasatsang (meeting of children)
- media for reaching out to citizens, such as radio and television programmes and Dharmic newspapers

- during ceremonies and festivals when strong messages are given on moral standards.

The right to think like the freedom of conscience is strongly embraced in the Hindu norm. Hindus worship the Deity seeking his benign grace to strengthen the individual's capacity so that his knowledge can be enhanced to contribute to the evolution of life.

Non-Government Organisations

NGOs have been involved more in the empowerment of their target group through participation in education programmes, activities and economic ventures. The aim is to give them the tools whereby they can enhance their socio-economic wellbeing as well as cultivate those requisite values, attitudes and knowledge that will help them to gain self-respect, and not be excluded from the main stream of society.

Women and Youth

Women Across Differences

Women Across Differences (WAD) is an organisation targeted towards women of all socio-economic, political, cultural and ethnic circumstances. Its aim is to increase women's participation in, and influence on public policy in Guyana, and to sustain a national network of informed and empowered women willing to and capable of bringing about change in their lives, and those of others in their communities and nationally, through sustained dialogue and ready action.

The programmes and activities are geared towards providing opportunities for enhancing their personal growth and development. These include training in the development of public awareness, public education programmes, community intervention, facilitative and advocacy skills.

The expected outcomes are that women will be able to:

- take up leadership roles;

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- improve their communication skills;
- enhance their capacity to function in several roles at work and in other organisations
- set realistic goals and work towards achieving them.

Youth

The Varqua foundation believes that every individual possesses infinite potential. The challenge is to see how to translate this potential into reality and provide opportunities for people to participate meaningfully in the process of development.

The Varqua foundation has highlighted two programmes which aim at promoting citizen education. These are On Wings of Words, and Youth Can Move the World. Both of these programmes have a multiplier effect where the Training of Trainers programme is conducted in Georgetown and the trainers then exercise throughout the ten regions.

On Wings Of Words

This programme started in 1996. It trained volunteers in the community to work with children and young people with reading problems. The objective is to empower the youth by helping them to acquire reading and comprehension skills that will enable them to take control of their lives. To date On Wings Of Words has reached out to the training of 2,500 facilitators who in turn have worked with 10,000 youths across all the ten regions.

Youth Can Move the World (YCMTW)

YCMTW is a one-year programme implemented in collaboration with the Institute of Distance and Continuing Education (IDCE) of the University of Guyana, and is funded by UNICEF, CIDA and the International Baha'i community.

The programme comprises a training of trainers' component, where volunteers from the community are trained in Georgetown. They in turn,

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return to their respective communities to work with members to help them to acquire the appropriate skills for living. Issues covered include drug abuse, domestic violence, literacy, gender equity, environmental protection, and the promotion of personal and community transformation.

Youth who successfully complete the course, and then complete weekly classes in the community receive a certificate from IDCE.

Among the presenters, only this organisation has been conducting feedback sessions with its clients and so far has been able to sustain the initial level of enthusiasm. Reinforcement of learning is evident in the presentation of festivals by the youth where they present themes in the form of songs, pamphlets, board games, puppet shows and banners. Another strategy is the monitoring of implementation of group sessions through refresher meetings and ongoing visits to groups.

An independent evaluation of YCMTW points out the success of this programme where young people are given the chance and the challenge to learn and practice their leadership skills. Furthermore, having youth as facilitators reinforces to participants the concept of volunteerism and community involvement in bringing about changes.

The Challenged – The Community based Rehabilitation Programme (CBR)

The Community Based Rehabilitation (CBR) Programme promotes and supports community based initiatives that facilitate the development of persons with disabilities within the main stream of life in society.

CBR envisions a society in which persons with disabilities are recognised and respected as valuable citizens integrated into the social life of the country and contributing their talents and skills. It sees itself as an agent of change in promoting citizenship education by advocating for the rights of persons with disabilities and in increasing public education on disability issues.

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Programmes implemented aim at:

- increasing the capacity of persons with disabilities to organise and manage their affairs
- allowing persons with disabilities to access small loans to expand or start business ventures to improve their economic status and gain dignity and respect
- changing societal attitudes and formulating social policies to facilitate equalisation of opportunities for the development of persons with disabilities.

Consequences of these initiatives are reflected in an increased access to public sector programmes and services – more children in the regular school system, and more adults gaining employment. Of importance also is the increasing level of self-esteem and solidarity among persons with disabilities.

Human Rights – The Guyana Experience of Human Rights Education

The Guyana Human Rights Education Association has been working both with the formal and informal sectors.

Activities in the Formal Sector

A three-year process of training teachers producing lesson plans, printing modules and developing an outreach programme culminated in the launching of the Guyana Human Rights Education for Citizenship Module in 1997.

The programme represents an effective form of civil society co-operation with Government, born out of collaboration between the Ministry of Education, Amnesty International, Guyana and the Guyana Human Rights Association.

Development of the joint programme took the form of three cycles of national workshops each followed by a period of testing of draft materials.

The formal launching of the HRE for Citizenship Module took place in February 1998.

In the hinterland regions to date, The Children's Chorus (Summary) on the CRC has been translated into five of Guyana's indigenous dialects. These translations were done by teachers in consultation with their elders in the Akawaio, Arecuna, Macusho, Patamona and Wapishana communities.

There was a musical workshop on CTR themes as well as the production of the HREW. A Caribbean manual for teachers on Human Rights Education for Citizenship modeled on the Guyana publication followed in 1999. This was launched at the first HRE Caribbean Meeting for CEOs and Curriculum Specialists in Trinidad and Tobago.

Activities in the Non-Formal Sector

Activities include sessions with the:

- disciplined services on a routine basis
- health practitioners in which were given methodologies to develop a national HIV/AIDs policy containing adequate protection for the rights of HIV positive persons
- indigenous communities to deliver training programmes in order to enable the communities to participate in the constitutional reform process and the renovation of the Amerindian Act
- the Challenged, where programmes were designed and implemented to assist the organisation of people with disabilities to develop a national policy on disabilities that led to the creation of a National Commission on Disabilities
- women prisoners where citizenship and personal development training courses are conducted regularly with them.
- The GHRA also conducted a nationwide campaign to educate and mobilise women to effect the passing of the Domestic Violence Act.

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Chapter 4: Conclusions

An examination of both government and non-government education programmes indicate that citizenship education is promoted through a variety of modes, strategies and conventions directly and indirectly, overtly and covertly. From the standpoint of government agencies, religious organisations, and Youth Can Move the World, programmes are implemented across all the regions of Guyana implying that citizenship education is promoted universally across the country.

Even though religious teachings aim at the instilling of moral values, desirable attitudes and knowledge for living a 'good life', and recognition of the oneness of God, such education embedded in the rites of the respective religious organisations is more or less targeted toward the respective target groups. Except in special instances where the activity warrants an interfaith ceremony, the issue of an interfaith organisation in place which, inter alia, would occasion the bringing together of these organisations for a promotion of citizenship values did not arise.

The multi-faceted approach to the promotion of citizenship education as presented by the various organisations commanded a high level of collaboration among and between government and non-government agencies. There also seem to be strong contacts with grant-aided agencies, especially UNICEF and CIDA, that led to maximum use of available funds.

It seems, however, that there is not enough cross-fertilisation and sharing of experiences that will enable cost-sharing and efficient use of available resources. As one presenter stated:

> "As each organisation in civil society attends to its weaknesses there should be an emerging sense that greater co-operation, networking and perhaps sharing of skills and resources ... are urgent needs."

Participatory activities

Of importance is the range of participatory activities occurring between the school and the community and the practice of volunteerism for working in the community and peer teaching among youth.

At the formal level, strategies include community participation in the education process through the development of school improvement plans, the introduction of the Management of Sensitive Issues in the classroom, Escuela Nueva, a community-based school programme. These interventions advanced participatory methodologies, democratic practices and school-community alliances.

At the informal level, there is the practice of volunteerism that affects the wellbeing of the community as described in the Wing of Words and Youth Can Move the World projects. The volunteer youth who are elected by the community for training are then required to teach their peers in the community. This has singled out the concept of leadership among peers and respect for fellow peers.

An interview and discussion with the Executive Director, Guyana Responsible Parenthood Association, has indicated that this organisation's work is facilitated by community volunteers, and youth through the Youth Advocacy Movement and Peer Helpers.

As a result of the unified approach to values education adopted by NCERD under the theme Empowering Our Youth with Life Skills for Responsible Citizenship, one possible outcome indicated is to move towards a more interactive, learner-centred teaching environment that will facilitate the promotion of citizenship education.

Another facet of the citizenship education process depicted is strengthening youth's capability to read and acquire comprehension skills so as to empower them to take greater control of their own lives and enhance their self-

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awareness. In the case of WAD, women are exposed to personal development training programmes to enable them to improve their communication skills and enhance their capacity to function effectively at home and in the workplace.

Improving the socio-economic wellbeing of the individual stands out in the programmes offered by WAD and CBR, and the determined efforts being made by the latter to trying to halt the process of exclusion because of personal physical and social circumstances.

Other instances include:

- the Ministry of Culture's Youth Entrepreneurial Skills Training (YEST) Programme. Its role is envisaged as enhancing 'the potential for good citizenship among young people in Guyanese society', by placing focus on imparting knowledge and skills to potential youth entrepreneurs
- the Olga Byrne Youth Centre, an arm of GRPA, which offers a second chance to young people to access reading skills and marketable skills like masonry, mechanics, welding and joinery.

With the exception of Youth Can Move the World programme, evaluation has not been done to examine the effect of citizenship education in the promotion of the requisite values, attributes, skills and knowledge for effective citizenry.

The organisations were, however, able to identify pockets of success where they have seen changes in the group's behaviour; an increase in participatory activities involving the community; improved relationships between the school, parent and the community; some child-centred learner-friendly classrooms; an increase in school governance programmes; and a more collaborative effort among interested parties in the development of a module on citizenship education. The articulation of a policy, however, is missing.

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Chapter 5: The Way Forward

Emerging Issues

The main issues derived from the Search Conference were:

- the absence of a policy on citizenship education
- continuation of the integrative process adopted for the Module Empowering Our Youth with Skills for responsible Citizenship
- Sustainability of projects threatened by the:
  - high attrition rate among staff members and volunteers both at the formal and non-formal level as registered by the CPCE, YEST, GHRA and CIOG
  - financial constraints
  - absence of a consistent monitoring and evaluation mechanism
- the usefulness of public awareness, advocacy and public education programmes in facilitating the sharing of experiences and probably minimising the overlapping of interventions, thereby capitalising on the scarce financial assistance availability
- inclusiveness as it relates to the challenged
- religion as a tool for acquiring appropriate values, attitudes and tolerance in concert with citizenship.

Summary of Group Responses

Table 1 summarises the participants' perception of The Way Forward.

Table A: The Way Forward Summary of Group Efforts

Follow-on/Through/New Initiatives	Reaching Out to Whom
Adumbration of Policy on citizenship education	Education Policy makers
Continuing the process of integrating the various disciplines as well as organising extracurricular activities	eachers in training and practicing teachers, students in and out of school
Development of a variety of resource and instructional materials	Teachers in training and practicing .teachers, students youth and young adults
Monitoring and evaluation of programmes	Target groups of programmes
Promoting a more aggressive public awareness programmes; Promotion of citizenship week to coincide with Youth week; Mass education for citizenship education	All Ages
Enhance inclusiveness in society for the challenged; Expand on pilot programme – mainstreaming of the challenged into the school programme; Legislation of the Disabled Bill; Address the school drop out problem; Forge more collaboration between MOE and NGOs in Special Education	All challenged persons

Initiator Which Institution/ Organisation	Expected Outcomes
Ministry of Education in collaboration with Ministry of Culture, NGOs and religious organisations	A more focused approach to teaching citizenship education; A more defined role for organisations involved in citizenship education; More authority for accessing assistance from funding agencies; Enhanced collaboration among organisations/institutions
TCPCE and NCERD in collaboration with NGOs	An integrated and attractive curriculum developed that will facilitate more experiential and child-centred learning environment
Ministry of Education and leaders of NGOs	Greater reinforcement of concepts; Improvement in citizenship practices in the society; Multiplier effect in community; Participatory activities strengthened.
Leaders of the various programmes	Early detection of bottlenecks and pending crisis which facilitates quick remedial action; Enthusiasm sustained; Lessons learnt for the next time.
Ministries in collaboration with organisations and the Media	More awareness of the individual's role as a good citizen; Enhanced support and participation; A more informed public on citizenship education.
Ministry of Health in collaboration with the National Commission on Disability and CBR	Inclusion of the challenged in mainstream society improved; Increased accessibility to facilities and services for the challenged; A more positive attitude effected; Youth more equipped to deal with challenges; More networking and effective use of resources demonstrated.

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An examination of the contents of Table 1 suggests the need for an all-embracing policy statement on citizenship education, and more state commitment for its promotion in and out of school. It is felt that this initiative will give them the green light for ensuring that the module now being developed becomes a dynamic part of the school programme.

Very important too, is the resourcing of a variety of instructional materials that should accompany the delivery of the curriculum. This will make the teaching of the module more attractive and practical to both the teacher and the student. In this regard, one NGO, Youth Will Move the World, felt the need for curriculum/instructional kits to facilitate the process of the multiplier effect in the respective regions.

Guyana is a secular state but the feeling that threaded through discussions, especially in the group that discussed religious organisation interventions, was the acceptance of religion as a necessary tool for promoting citizenship education across the board, and the idea of having a general prayer in all schools.

The frequency with which public awareness initiatives have been recorded in the groups' responses suggest that not enough is being done in this field. At the oral presentations and the discussions that followed, both in the plenary and group sessions where there were sharing of experiences etc., participants were hearing for the first time the various activities that were implemented to promote citizenship education. One possible outcome of this initiative is the strengthening of collaboration and networking connections that will encourage sharing of experiences and resources and effect cost-efficiency.

The question of sustainability was aired repeatedly. Noticeably in all the presentations except one, is the absence of a monitoring and evaluating mechanism in place, the difficulty experienced in accessing qualified staff owing to the relatively high attrition rate and the always burning question of

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operating under financial constraints. With a monitoring and evaluation mechanism in place, bottlenecks will be detected earlier and remedial action taken. This will help to provide an environment that will facilitate and strengthen the delivery of activities that aim at supporting citizenship education.

Several initiatives have been proposed for the inclusion of the Challenged in the mainstream of society. Above all is the Legislation of the Disabled Bill, which should result in a more positive attitude to the challenges and an increased accessibility to facilities and services.

Encouraging throughout this exercise is the participants' recognition that initiating the various activities is the responsibility of a mix of organisations, governmental and non-governmental.

Corollary

Despite all the efforts ploughed into educational programmes to promote citizenship education, the dilemma of Guyanese society during general elections is reflected in the following sentiment of one participant:

"Generally there is peace, co-existence, tolerance etc. among the populace but come election time, the disruptive intrusion of negative political activity continues to hamper ...the entire country".

Similar sentiments have been opined throughout the Search Conference sessions. The big question, "what to do?", is outside the parameter of this exploratory study. However, one of its outcomes presented in the Way Forward is the need to conduct an evaluation of programmes implemented to assess achievement of objectives and their impact. The outcomes should point the way to a more cohesive society.

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Appendix 1

Citizenship Education In Small States – Guyana
Search Conference March 7, 2002

Commonwealth Secretariat in Collaboration with the Ministry of Education
Guidelines for Preparation of Paper

These are only guidelines, for a three to four page document.

1 Name of the Organisation

2 Purpose

3 Organisation's operational definition of citizenship education

4 Organisation's role in promoting citizenship education

5 Brief description of programmes/activities implemented to promote citizenship education

6 Target Group(s)

7 Outcomes
Successes and Disappointments;
Facilitating factors;
Hindering factors;

8 The Way Forward

9 What needs to be done to achieve better results; and

10 Identify possible strategies for achieving them.

Appendix II

Promoting Citizenship Education Through Government & Non-Government Education Programmes

Follow –On/Through/New Initiatives	Reaching Out to Whom
Articulation of policy on the teaching of citizenship education in schools	Education Policy Makers
Continuing the process of integrating various disciplines as well as extracurricular activities	Teachers in training and practising teachers. Students in and out of schools
Development of resource package: stories videos cassettes audio cassettes, pictures, poems maps, field trips etc.	All students, teachers in training and practicing teachers; Members of the community
Parental involvement	Parents, early school leavers, students at risk
Promotion of the Arts – Drama Art	All students, teachers in training and practising teachers
Promotion of citizenship week to coincide with Youth week	All students, communities, PTAs
The acceptance of religion as a necessary tool for promoting citizenship education	All ages and groups
All organisations promoting the necessary knowledge and skills	Parents, teachers, clubs, organised groups
Enhanced community involvement	All ages

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Search Conference March 7, 2002
The Way Forward

Could be Done by Which Institution(s)/ Organisation(s)	What Changes in Behaviour are Expected
Ministry of Education	A more focused approach to the teaching of citizenship education
CPCE; NCERD in collaboration with NGOs ;	A higher level of maturity and responsibility of teachers, and a more focused approach to the teaching of citizenship;
CPCE, NCERD, UG, Allied Arts Division, Ministry of Culture Youth and Sports, Religious Organisations	Collaboration between and among students and adults, improvement in citizenship practices in the society.
Schools, PTAs ,GRPA, Ministry of Culture Youth and Sports	Enhanced parent support and participation
Allied Arts Unit and NGOs	Increased creativity demonstrated among students and teachers
Schools, NGOs, religious organisations, Policy Academy etc.	Demonstration of good citizenship through activities
Schools/learning institutions	Acceptance, co-operation and respect for each other's religion
PTA , Adult Education Association, IDCE	Peaceful society
Religious organisations/schools/NGOs	Improved relationships

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Promoting Citizenship Education Through Government & Non-Government Education Programmes

Follow –On/Through/New Initiatives	Reaching Out to Whom
Mass education for citizenship education	The public
General prayer in all schools	Children and youth
More state commitment to the promotion of citizenship education	Teachers, students women and the youth
Policy on citizenship education	Education policy-makers and implementers
More programmes that highlight self analysis, goal identification, guidance and counselling, and peer counselling and training in marketable skills; Enhanced public awareness and public education programmes; Monitoring and Evaluation of programme activities, reflection and feedback Increased financial support	Women, Youth and Men
Formal Education through established Curriculum	Young children; youth; teachers
Training of personnel in civic organisation	Employers, private enterprises leaders in civic society, state officials

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Search Conference March 7, 2002
The Way Forward

Could be Done by Which Institution(s)/Organisation(s)	What Changes in Behaviour are Expected
Ministry of Education/ NGOs collaborating with the electronic and mail media	A more cohesive, co-operative society
Ministry of Education and religious bodies	Religious tolerance
Ministry of Education	Acceptance of differences and mutual respect
Ministry of Education	A more focused approach to citizenship education
Ministries in collaboration with NGOs and supporting grant aided agencies (CIDA, UNICEF and UNESCO)	Empowerment of youth and women; Enhanced capability to make decisions and resolve problems; More informed public on citizenship education; More projects are sustained; Wider target group gains access to programmes
Schools CPCE and NCERD	Better students citizens
Ministry of Education, Adult Education Association; IDCE other civic organisation	Those in authority to exercise fairness, justice upholding the rights of citizens

Promoting Citizenship Education Through Government & Non-Government Education Programmes

Follow – On/Through/New Initiatives	Reaching Out to Whom
Aggressive use of mass media	The public, people in their communities
A crusade to establish a group of dedicated teachers	Teaching population
Adumbration of policy in relation to citizenship education	Policy makers and those responsible for implementing policies
Implementation of a monitoring and evaluation mechanism	Central and regional authorities; leaders of NGOs
Enhanced collaboration of MOE and NGOs in area of Special Education	Persons with disabilities/the severely challenged
National public awareness programme	Entire Public
Legislation of the Disabled Bill	The challenged
Make more buildings accessible to the challenged	The challenged

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Search Conference March 7, 2002
The Way Forward

Could be Done by Which Institution(s)/Organisation(s)	What Changes in Behaviour are Expected
TV, radio, newspapers Documentation, stories, talk shows, panel discussions etc.	Awareness of the individual's role as a good citizen
In-service/Preservice and distance mode of training institutions	Committed teachers willing to develop the whole child, rather than focus on examinations
Ministries, NGOs; leaders at al levels of society	Focused policy makers ready to direct implementation
Ministry of Education and regional departments	Sustainability of programmes improved
MOE, religious organisations and NGOs	Inclusion of persons with disabilities in the mainstream civil society and respect for their contribution
National Commission on Disability & CBR	Changes in attitude of the public to the disadvantages and disabled
Ministry of Health with 'pushing' from the National Commission on Disability and CBR	Increased accessibility to facilities and services to the challenged
CBR	Treating the challenged with respect

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Promoting Citizenship Education Through Government & Non-Government Education Programmes

Follow –On/Through/New Initiatives	Reaching Out to Whom
Collaboration and articulation among all stakeholders for the challenged	Officers of all challenged organisations
Training at all levels	Teachers in training and practising teacher especially nursery teachers, Health workers
National programme to address school drop-outs	The socially disadvantaged

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Search Conference March 7, 2002
The Way Forward

Could be Done by Which Institution(s)/Organisation(s)	What Changes in Behaviour are Expected
CBR , National Commission on Disability, MOH	Networking and effective use of human resources
CPCE, MOE, MOH, UG Social Workers programmes, NGOs Probation Officers, Prison Officers	Persons better equipped to deal with the challenged
Community groups NGOs	Fewer school drop-outs

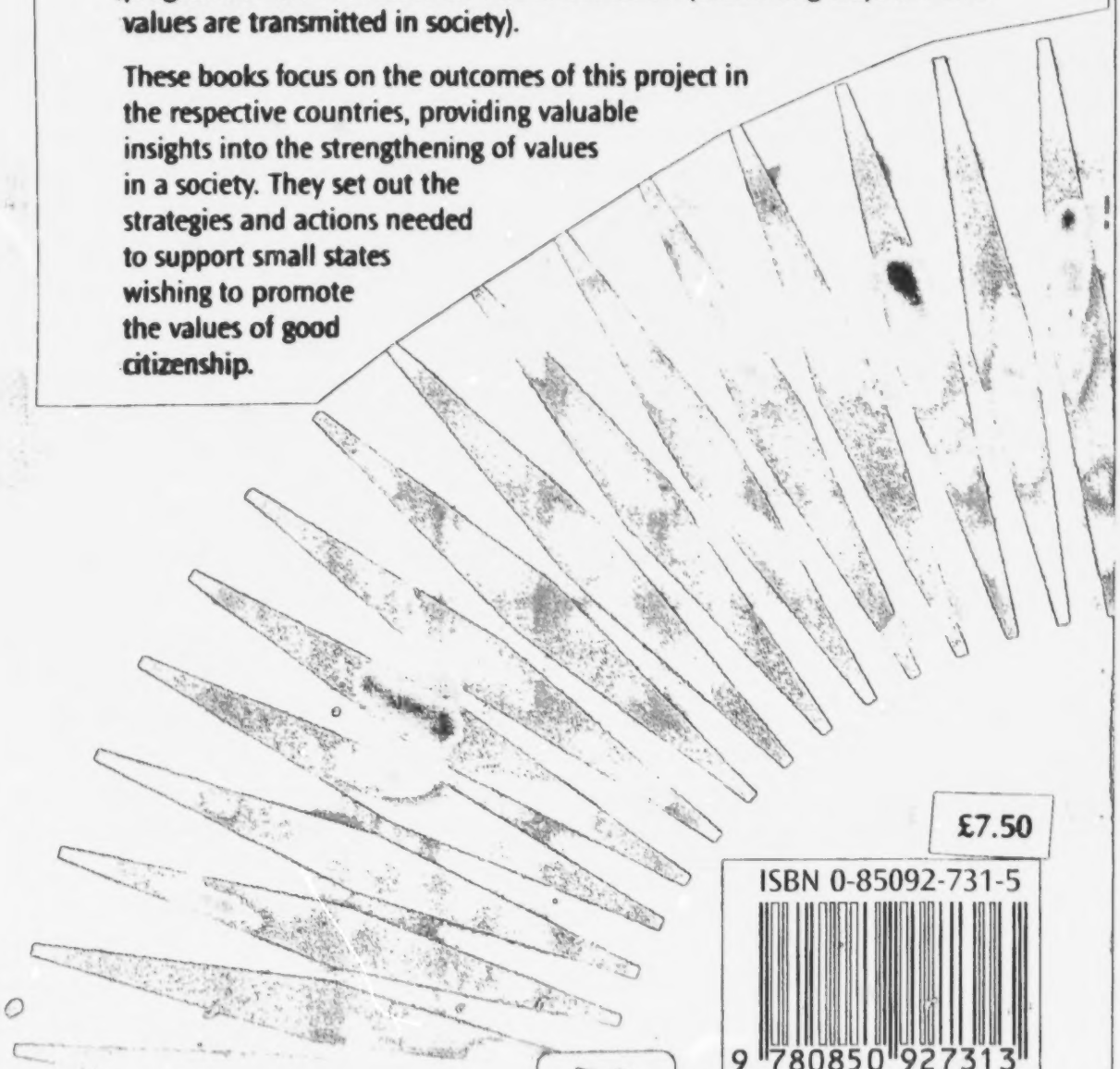
Citizenship Education in Small States

Guyana

Identity and diversity in all its forms present major challenges to countries seeking to best equip citizens with the skills to participate effectively in their diverse societies.

The project on Citizenship education in the Commonwealth is one of the follow-up activities being undertaken by the Commonwealth Secretariat in response to a mandate from Commonwealth Heads of Government and Ministers of Education. It is a component of the Secretariat's education programme which focuses on values education (examining ways in which values are transmitted in society).

These books focus on the outcomes of this project in the respective countries, providing valuable insights into the strengthening of values in a society. They set out the strategies and actions needed to support small states wishing to promote the values of good citizenship.



£7.50

ISBN 0-85092-731-5

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